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Social Phases of Education. In the School and the Home. By SAMUEL T. DUTTON, Superintendent of Schools, Brookline, Mass. The Macmillan Company.

PROGRESS is by no means a uniform advance along the whole front. Just now, the forward movement, both in education and in sociology, is at the point where these two great aspects of civilization touch each other. Efforts for social amelioration are taking an educational direction; while education, religion, and philosophy show a marked tendency to swing around from the individualistic to a social point of view. There seems to be no doubt that the new way of looking at these questions, enriches our conceptions, and, in many respects, revolutionizes our methods.

A very timely discussion, therefore, is this new book of Superintendent Dutton's. It is characteristic of the times. It is not exactly a pathfinder in a new field, but rather a summary of the best current sentiment, voicing a general trend of feeling on the part of our most useful and honored leaders in educational and social progress. The author's warm heart and clear brain have been employed for many years in solving successfully the problems of which he writes. He points out that the school is not wholly, nor even mainly, responsible for character and conduct, and that the other influential factors—heredity, the home, the church, the social and moral activity of the community—all these must be included and correlated in the great educational movements of the day.

Perhaps no portion of the book will be read with more general interest than the chapter on the work of the Brookline Education Society, a specific illustration of what can be accomplished by correlating the various factors enumerated above in harmonious effort on behalf of the children of the community. The society has sought with marked success "to bring all educational forces into working relations;" and "to invoke for educational ends the latent forces of the community—persons of means, leisure, or culture, who, if the way opens to them, are glad to contribute something to the public good by joining with others in public-spirited efforts for a better life, public and private."

Among the many subjects admirably treated by the author in their relation to social improvement may be mentioned: the kindergarten, nature study, the faultiness of old courses of study, and newer tendencies; the school as a form of social life, not merely a preparation;

the need of sympathy and insight rather than technical child-study; the great importance of individual attention and training; heredity, interest, apperception and correlation; special types of children, parental coöperation, and the specific obligations of the school toward the child.

The author is outspoken against arbitrary requirements of colleges which, in practice at least, are opposed to higher humanitarian aims. Secondary and even grammar schools are coerced into exactions which are both artificial and unhealthy. "The evils of this condition are vastly greater where girls come under its influence. Those aims in life which should be the center of their interest and thought are ignored, and girls are permitted to take courses made for men, to the detriment of health and other higher interests of life.

The chapters on "Education and the Church" and "Education as a Cure for Crime" merit a fullness of discussion impossible in a brief review. Here, and throughout the book, the author deals vigorously, though sympathetically, with questions of intense living interest. Many of his readers will not concur with him as to some matters of opinion and detail, all will agree, however, that he has given to current educational literature a timely and useful contribution.

HENRY R. CORBETT

THE UNIVERSITY OF CHICAGO

Plant Relations. Part I of Botany. By DR. JOHN M. COULTER.
New York: D. Appleton & Co. 1899.

TEACHERS of botany in secondary schools will certainly read this book with unusual interest. Methods of teaching botany have changed so radically that in recent years there has been an absolute dearth of good books to supplement the work done in the laboratory and in the field. Several excellent elementary botanies have been published within the last year or two, but none that is so well adapted, both in content and manner of presentation, to the degree of mental development and previous experience of the majority of the students for whom it was written.

In this Part I, the plant is approached from the standpoint of its ecology, with an occasional development of its physiology when naturally suggested. Herein lies one of the strong points of the book. It presents those phases of the plant's life that are easily observed—the objective features that appeal most powerfully to the young and